Chapter 4 Learning Objectives
Upon completion of the chapter, students should be able to:

1. Describe love and relationships in the 1700s.
2. Explain why courting tended to lead to marriage quickly and the method of bundling in the 1700s.
3. Explain what is meant by the “field of eligibles,” & the matching hypothesis & mere exposure
4. Discuss the role of physical attractiveness.
5. Explain the reasons for the proximity effect in the development of love relationships.
6. Explain the reasons for the similarity effect in the development of love relationships.
7. List the steps of flirting.
8. Discuss the reciprocity of attraction.
9. Discuss Sternberg’s triangular theory of love and how different combinations of the three components lead to different kinds of love.
10. Describe Lee’s different styles of love and his advice on how to find a compatible love relationship.
11. Explain the importance of good communication, including the role of self-disclosure.
12. Discuss John Gottman’s three patterns of effective communication most often seen in healthy relationships. Volatile, validating, conflict avoiding
13. Describe Gottman’s communication warning signs he called the “four horseman of the relationship apocalypse.” Complaining, Criticism, contempt, defensiveness & stonewalling
14. Identify the five “keys” for enhancing intimate communication.
15. Discuss the importance of sexual communication including normal jealousy & pathological jealousy
16. Discuss types of relationship abuse.
17. Explain the 3 stages in the cycle of violence and abuse.
18. Discuss the issues involved in leaving a violent relationship.
19. Discuss the temptation to go back.
20. Identify the signs of a potential abuser.

Chapter 10 Learning Objectives
Upon completion of the chapter, students should be able to:

2. Define the difference between sex and gender/gender identity.
3. Discuss the development of biological sex.
4. Describe the more common chromosomal and hormonal variations: Klinefelter Syndrome, Turner Syndrome, Androgen Insensitivity Syndrome, Congenital Adrenal hyperplasia and intersexuality.
5. Discuss the development of gender identity.
6. Explain the possible effect of hormones on gender development.
7. Discuss the role of socialization on gender identity.
8. Understand the role of parents, peers, teachers, and the media in gender development.
9. Explain transgenderism & gender identity disorder
10. Describe sexual reassignment surgery.
11. Understand the difference between gender and sexual orientation.
12. Discuss gender stereotypes.
14. Discuss gender differences in aggression, intuition, communication, and sexual attitudes and desire.
15. Discuss nature versus nurture.
16. Explain androgyny, including how it is measured and the research.
**Chapter 11 Learning Objectives**
Upon completion of the chapter, students should be able to:
1. Explain the terms heterosexual, homosexual, and bisexual, & heterocentric, domestic partnerships & civil unions.
2. Describe the significance of Stonewall in the gay and lesbian rights movement.
3. Define sexual orientation.
4. Discuss the Kinsey continuum.
5. Summarize the current state of affairs for same-sex marriage.
6. Describe what is known about the quality of same-sex relationships.
7. Compare and contrast the theories of sexual orientation, including biological, experiential, and environmental influences, and the biological-environmental interactive approach, including exotic becomes erotic, gender conforming behavior & non-conforming behavior.
8. Understand the “coming-out” process.
9. Describe the dangers and pitfalls of coming out.
10. Discuss the current state of affairs on college campuses.
11. Describe the connection between sexual orientation and HIV.
12. Explain the issues associated with prejudice and discrimination.
13. Discuss the laws related to sexual orientation including sodomy laws & protected classes.
14. Define homophobia and discuss the relationship between homophobia and hate crimes, gay bashing, AIDS stigma & reaction formation.

**Chapter 12 Learning Objectives**
Upon completion of the chapter, students should be able to:
1. Explain Freud’s psychosexual stages of development, including Oedipal Complex and Electra Complex, including gender identification.
2. Summarize what is known about infant sexual development.
3. Discuss childhood sexual behaviors, including masturbation and sex play.
4. Describe when childhood sexual behavior is not “normal.”
5. Explain how children learn about sex.
6. Discuss what is meant by adolescence. 7 secondary sex characteristics.
7. Identify the physical changes associated with puberty including menarche, roles of gonadotropin hormone & the pituitary gland.
8. Discuss what is known about romantic relationships in adolescence, including teen dating and violence.
9. Summarize the findings of teen sexual behaviors, including oral sex and sexual intercourse.
10. Discuss adolescent birth control and pregnancy, along with STIs, including the difference between abstinence only education & comprehensive sex education.
11. Identify some of the findings of sexual activity on college campuses.
12. Explain the factors associated with college student STIs and the alcohol-sex-violence connection.
13. Discuss what is known about adult intimate relationships.
14. Summarize the research on cohabitation.
15. Describe sexual behaviors in marriage.
16. Explain the impact of aging on men’s and women’s sexual response and behavior.